DOCUMENT RESUME

ED 214 023 CE 031 965

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TITLE Job Search Skills Instructor Guide.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE 81
CONTRACT DOL-99-0-2297-33-52
NOTE 24p.; For related documents see CE 031 933-972.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Vocational Education; Career Education; Check Lists; *Competency Based Education; Employment Programs; Federal Programs; *Individualized Instruction; *Job Search Methods; Job Training; Program Descriptions; *Skill Development; *Teacher Role; Teaching Guides; Vocational Education; *Vocational Maturity; Youth Programs
IDENTIFIERS *Job Search Skills Training Program

ABSTRACT

This instructor guide accompanies the program guide and five competency booklets in the Job Search Skills package. (These other materials are available separately as CE 031 966-971.) It describes the Job Search Skills training program which is individualized and can be operated on an open-entry, open-exit basis, and lists the competencies, tasks, and operational units covered in the program. Other topics covered include contents, use, instructor role, and supplementing the program. Two forms (checklists) suitable for reproduction are also provided; one is to be used to record each participant's progress in developing job search competencies; the other is for use in assessing each participant's work maturity competencies. (YLB)

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JOB SEARCH SKILLS

Instructor Guide

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

CE 031965

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1981

FUNDING INFORMATION

PROJECT TITLE:	Technical Assistance for Occupational Skills Training Project
CONTRACT NUMBER:	99-0-2297-33-52
ACT UNDER WHICH FUNDS ADMINISTERED:	Comprehensive Employment and Training Act of 1978, Title IV, Part A, Subpart A
SOURCE OF CONTRACT:	Office of Youth Programs U.S. Department of Labor Washington, DC
CONTRACTOR:	The National Center for Research in Vocational Education The Ohio State University
EXECUTIVE DIRECTOR:	Robert E. Taylor
PROJECT DIRECTOR:	Brian Fitch
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Foreword

Job Search Skills is one of sixteen products or services developed for the Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Bettina Lankard, Program Associate, was the major author. Other staff members include Brian Fitch, Program Director; Robert Bhaerman, Research Specialist; Sandra Pritz, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

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What is the Job Search Skills training program?

Job Search Skills is a set of forty-three individualized competency-based units that is designed to help participants develop the competencies they need to get jobs.

In a tight labor market, where workers must compete for available jobs, the advantage goes to the individuals who can convince employers that they are the most qualified persons for the job. Such conviction is possible only after extensive preparation and planning. Job seekers must know the types of jobs that correlate with their interests, abilities, and skills and the techniques that will enable them to communicate their qualifications to hiring employers.

Thus, job search is the final step that leads to the ultimate goal of employment. The Job Search Skills training program should be offered to participants immediately following testing, assessment, and EDP (Employability Development Plan) preparation and after their participation in other programs deemed necessary, such as Career Alert Planning, Work Maturity Skills, and occupational skills training. It should be coordinated with job placement and job development functions to ensure proper support for participants as they conduct their job searches.

An outline of Job Search Skills follows. Competencies are listed by whole numbers; tasks (which are parts of competencies) are numbered with decimals; and operational units (which are units of work that relate to the tasks) are designated by letter.

There are both measurable and non-quantifiable outcomes to be expected from this program. For each of the operational units designated by letter, there are criterion-referenced evaluation procedures that call for participants to demonstrate understanding and performance of the stated competency. Therefore, demonstrations of the listed competencies represent the measurable outcomes of the program. The non-quantifiable outcomes include:

- self-confidence,
- a network of contacts that could be helpful in other job searches, and
- an understanding of what it means to prepare for something, whether it be a job search or a job task.

JOB SEARCH

1.0: PREPARE FOR THE JOB SEARCH

1.01: Choose a Job and Prepare for Employment

A. Determine the Jobs for Which You Are Qualified

B. Define the Hiring Practices for the Job

C. Meet the Hiring Requirements

1.02: Compile Information for Application and/or Resumé

A. Record Personal Data

B. State Your Career Objective

C. List Your Formal Education and Training

D. List Special Skills

E. List Your Work Experiences

F. List Volunteer Experiences

G. List Your Military Experiences

H. List Special Credits and Activities

I. List References

1.03: Prepare the Resumé

A. Choose a Type of Resumé to Prepare

B. Prepare a Draft Copy of the Resumé

C. Prepare the Final Copy of Your Resumé

2.0: SEARCH FOR AVAILABLE JOBS

2.01: Identify Potential Employers

A. Compile a List of Job Leads

B. Gather Facts about Job Leads

2.02: Decide Which Employers to Contact First

A. Relate Personal Skills to Job Leads

B. Relate Personal Preferences to Job Leads

2.03: Follow Job Leads

A. Prepare Your Message

B. Contact Employers Directly by Telephone

C. Contact Employers in Person

3.0: APPLY FOR JOBS

3.01: Fill Out Applications

A. Anticipate Questions

B. Record Information Neatly, Clearly, Completely, and Correctly

3.02: Present Application

A. Find Out Relevant Facts

B. Seek an Appointment for an Interview

4.0: INTERVIEW FOR THE JOB

4.01: Prepare for the Interview

A. Make the Appointment

B. Make Arrangements to Get to the Interview

C. Anticipate Interview Questions

D. Prepare Your Physical Appearance

E. Take Necessary Materials

F. Be Punctual

4.02: Handle the Interview

A. Handle the Introduction in a Positive Way

B. Communicate Effectively with the Interviewer

C. Ask Questions about the Job and Company

D. Complete the Interview

4.03: Follow Up on the Interview

A. Evaluate and Improve Your Interview Techniques

B. Write a Thank-You Letter to the Interviewer

C. Place Follow-Up Telephone Calls to the Interviewer

5.0: HANDLE JOB OFFERS

5.01: Find Out Information about the Job and Company

A. Identify Specific Items in the Job Offer

B. Find Out the Company's Policies and Procedures

5.02: Negotiate for the Job

A. Compare Job Offer Items with Personal Needs

B. Make a Choice

What are the contents?

Each Job Search Skills package contains these materials:

- Instructor Guide

  This guide explains the goals and objectives of the Job Search Skills training program, the organization of the materials, and implementation procedures.

- Program Guide

  The program guide contains two sections:

  Introduction: This section explains the concept of job search skills and the importance employers place on these skills.

  Procedure: This section explains the organization and use of materials.

- Competency Booklets

  There is one competency booklet for each of the five identified competencies. The operational units related to each task in the competency are bound in one booklet. All information sheets, worksheets, and evaluation checklists that relate to each operational unit are in the booklet also.

How is it packaged?

Job Search Skills is packaged in booklet form. The nonconsumable items are . . .

- Instructor Guide
- Program Guide

The consumable items are . . .

- Competency Booklets (5)

How is it used?

This individualized competency-based instruction is built around the individual needs of each participant. Participants can enter any part of the program at any time . . . and exit with equal ease when they have acquired the competencies they need to find jobs and get hired. Each participant can progress at his or her own pace, giving more time to some more difficult units and less time to others.

Determine the units participants need by reviewing their Employability Development Plans (EDPs). Not all participants need training in each competency. Some have already mastered certain skills. If you are unsure of participants' skills, give them the evaluation checklists from the operational units in the competency booklets. If they can demonstrate competence in a unit by satisfactorily completing the items on the evaluation checklist, you can omit that unit from their training. This would be particularly applicable when they are completing resumés or filling out applications.

Give participants lists of the units they must master and indicate the sequences in which they should address the units. Each operational unit is titled in this way.

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

OPERATIONAL UNIT 1.01A: Determine the Jobs for Which You Are Qualified

Next is the performance objective, which describes for participants . . .

- the conditions under which they begin performance,

  "Given instructions for learning about self and jobs,"

- the job-related performance expected of them,

  "the learner will be able to identify at least one job for which he or she feels suited"

- and the standards of performance.

  "to the satisfaction of the instructor."

Next are the steps they will follow to do the unit of work.

STEP 1. Identify the job or kind of job you would like.

And following are the procedures they will follow to do the steps.

a. Identify your interests and abilities. Do Part 1 of Worksheet 1.01A.

The information sheets and worksheets for each unit follow the pages of steps and procedures.

After participants complete all the steps and procedures in one competency, they are asked to decide if they are able to demonstrate competence.

If they are in doubt about any part of the unit, they must seek your help and repeat the unit. If they feel they have satisfactorily completed the unit, they will bring their worksheets to you for evaluation.

You must determine the accuracy of answers participants give on their worksheets and observe and advise them as they role play the techniques they are attempting to learn.

After your review, rate participants against the items on their evaluation checklists. Observe their behaviors in the program, advising them when necessary. The checklists are measures and records of participants' competencies. Ongoing assessment throughout the program will allow you to determine and record if participants are using the skills they demonstrate in the evaluation.

If possible ask employers to visit the class periodically and to rate participants on the competencies. Employers will be able to make objective observations of participants and will also, through their presence, convince participants of the importance of job search skills.

Use the form on the next page to record each participant's progress. The completed form will serve as a record for participants to show potential employers when they search for jobs.

JOB SEARCH

- [ ] PREPARE FOR THE JOB SEARCH
  - [ ] Choose a Job and Prepare for Employment
    - [ ] Determine the Jobs for Which You Are Qualified
    - [ ] Define the Hiring Practices for the Job
    - [ ] Meet the Hiring Requirements
  - [ ] Compile Information for Application and/or Resumé
    - [ ] Record Personal Data
    - [ ] State Your Career Objective
    - [ ] List Your Formal Education and Training
    - [ ] List Special Skills
    - [ ] List Your Work Experiences
    - [ ] List Volunteer Experiences
    - [ ] List Your Military Experiences
    - [ ] List Special Credits and Activities
    - [ ] List References
  - [ ] Prepare the Resumé
    - [ ] Choose a Type of Resumé to Prepare
    - [ ] Prepare a Draft Copy of the Resumé
    - [ ] Prepare the Final Copy of Your Resumé
- [ ] SEARCH FOR AVAILABLE JOBS
  - [ ] Identify Potential Employers
    - [ ] Compile a List of Job Leads
    - [ ] Gather Facts about Job Leads

- ☐ Decide Which Employers to Contact First
  - ☐ Relate Personal Skills to Job Leads
  - ☐ Relate Personal Preferences to Job Leads
- ☐ Follow Job Leads
  - ☐ Prepare Your Message
  - ☐ Contact Employers Directly by Telephone
  - ☐ Contact Employers in Person

☐ APPLY FOR JOBS

- ☐ Fill Out Applications
  - ☐ Anticipate Questions
  - ☐ Record Information Neatly, Clearly, Completely, and Correctly
- ☐ Present Application
  - ☐ Find Out Relevant Facts
  - ☐ Seek an Appointment for an Interview

☐ INTERVIEW FOR THE JOB

- ☐ Prepare for the Interview
  - ☐ Make the Appointment
  - ☐ Make Arrangements to Get to the Interview
  - ☐ Anticipate Interview Questions
  - ☐ Prepare Your Physical Appearance
  - ☐ Take Necessary Materials
  - ☐ Be Punctual

- ☐ Handle the Interview
  - ☐ Handle the Introduction in a Positive Way
  - ☐ Communicate Effectively with the Interviewer
  - ☐ Ask Questions about the Job and Company
  - ☐ Complete the Interview
- ☐ Follow Up on the Interview
  - ☐ Evaluate and Improve Your Interview Techniques
  - ☐ Write a Thank-You Letter to the Interviewer
  - ☐ Place Follow-Up Telephone Calls to the Interviewer

☐ HANDLE JOB OFFERS

- ☐ Find Out Information about the Job and Company
  - ☐ Identify Specific Items in the Job Offer
  - ☐ Find Out the Company's Policies and Procedures
- ☐ Negotiate for the Job
  - ☐ Compare Job Offer Items with Personal Needs
  - ☐ Make a Choice

When, where, and how often is it used?

The Job Search Skills training program should be offered as part of CETA training for out-of-school CETA-eligible youth and adults and for in-school youth and adults as well. It should be presented through the collective efforts of the instructor and job placement and job development personnel. It should involve representatives from business and industry to function as advisors who can guide participants and impress upon them the need for effective job search skills.

The materials are designed for flexibility. They can be presented to participants to use individually and at their own pace, providing open-entry, open-exit options to participants. They can also be presented to an entire classroom of participants for a given time each day.

The estimated time for this program is 40 hours. This time can be divided into two weeks of four-hour days . . . or four weeks of two-hour days. Participants need time to practice or try out the skills they are developing, so it is best to extend this program over several weeks' time.

What is your role?

In addition to facilitating each participant's use of this program, your primary roles are . . .

(1) to create an environment in which reflection, discussion, and practice of skills can occur.

(2) to help the participant understand the relevance of the competencies, tasks, and units and to provide, when possible, opportunities for role playing and simulations with group critique.

(3) to involve people from business and industry--personnel directors and other hiring employers--who can observe participants' role-playing sessions and offer them advice on ways to improve their job search techniques. Their involvement will add credibility to the program and offer support participants need to develop confidence in themselves.

(4) to work directly with participants and their counselors for ongoing assessment of participants as it relates to their Employability Development Plans (EDPs).

Familiarize yourself with the program and instructional materials so you thoroughly understand the concepts as they are presented.

Give special attention to advising participants on ways to answer questions presented on applications and in interviews. Instructions in the operational units advise participants to refrain from answering questions that might elicit negative responses from employers and to leave the answer spaces blank. If this could be illegal for any reason, please inform participants. Tell them when and under what conditions omitting information is illegal.

For example, some applications contain questions that ask applicants to list defects or illnesses that would affect their ability to perform the work under consideration. When this appears, the applicant is usually asked to sign a statement to verify that all facts are complete and accurate. Omission of these facts could result in immediate dismissal.

Advise participants to be cautious, not only in what they answer, but also in determining whether or not they have been victims of discrimination. While participants should know how to react in such circumstances, too much or inappropriate reaction may prevent them from getting the jobs they seek.

Make available labor market information including employment outlook and trends. Offer special help for disadvantaged and minority job seekers by working closely with job placement officers and organizations such as the Women's Bureau.

You will be required to provide several resources for participants:

- a dictionary
- telephones and telephone books
- typewriters
- mirrors
- additional materials that will help simulate the job environment
- Occupational Outlook Handbook
- English usage reference book

How can you supplement the program?

Resources relating to job search should be incorporated into or coordinated with this program. These resources may include textbooks, audiovisual aids, and visitors from industry and the community. Skillful coordination of such resources with the Job Search Skills training program can be instrumental in convincing participants of the importance of being prepared for the job search.

The curriculum includes role-playing activities, case studies, group discussions, simulation, and self-examination. Whenever possible, introduce other activities that will improve participants' abilities to assess self, work situations, and interpersonal relationships and allow them to practice their job search techniques.

Program materials are written at a high third-grade reading level, with the exception of specific occupational and employment terminology. When such terms are used, sufficient instruction is included in the materials to enable participants to understand their meanings.

Some participants may already have completed the Work Maturity Skills training program. Others, who were not involved in the program, will need to demonstrate such skills as they conduct their job searches.

A list of work maturity competencies follows on page 19. Assess participants in these areas as you observe them in the classroom setting. Discuss the concept of work maturity skills and offer advice when necessary. If you determine that a participant needs more training in this area, discuss this with the participant's counselor and make arrangements to get him or her enrolled in the Work Maturity Skills training program.

COMPETENCY RECORD

Name_____

- ☐ Follow Good Grooming Practices
  - ☐ Maintain Cleanliness
  - ☐ Practice Dental Hygiene
- ☐ Practice Good Health Habits
  - ☐ Follow Good Nutrition and Diet Principles
  - ☐ Follow Habits That Promote Physical Fitness
- ☐ Dress Appropriately for the Job
  - ☐ Select Appropriate Work Clothing
  - ☐ Keep Clothing in Good Condition
- ☐ Exhibit Self-Confidence
  - ☐ Identify Personal Strengths
  - ☐ Use Positive Body Language
- ☐ Use Basic Social Skills
  - ☐ Assume Positive Behavior
  - ☐ Exhibit Interest in Others
- ☐ Be Creative and Willing to Learn
  - ☐ Identify Creative Potential in Self and Others
  - ☐ Seek New Ideas and Ways of Doing Things
- ☐ Take Pride in Your Work
  - ☐ Develop a Sense of Contribution About Your Work
  - ☐ Be Particular About the Finished Product
- ☐ Maintain Regular Attendance
  - ☐ Be Punctual
  - ☐ Be Dependable
- ☐ Be Thorough and Diligent
  - ☐ Complete Tasks Willingly and on Time
  - ☐ Be Persistent and Persevering
  - ☐ Maintain Professional Knowledge

- [ ] Follow Safety Practices
  - [ ] Identify and Follow General Safety Rules
  - [ ] Operate Equipment Safely
  - [ ] Identify and Demonstrate First-Aid Techniques
- [ ] Exercise Integrity and Good Judgment
  - [ ] Maintain Confidentiality
  - [ ] Maintain Loyalty
  - [ ] Demonstrate Honesty
- [ ] Respect Property
  - [ ] Care for the Building
  - [ ] Care for Equipment and Furniture
- [ ] Follow Company Rules
  - [ ] Follow Company Policies and Operating Procedures
  - [ ] Cooperate with Organization and Union to Resolve Conflicts
- [ ] Demonstrate Spoken Communication Skills
  - [ ] Use Proper Language
  - [ ] Use Proper Speaking Techniques
  - [ ] Correctly Relate Information and Messages
- [ ] Demonstrate Written Communication Skills
  - [ ] State Information in a Clear, Concise, and Correct Manner
  - [ ] Convey Accurate and Complete Information
- [ ] Demonstrate Non-Verbal Communication Skills
  - [ ] Use Body Language to Improve Speaking Skills
  - [ ] Use Body Language to Improve Listening Skills
- [ ] Demonstrate Good Listening Habits
  - [ ] Exhibit Qualities of a Good Listener
  - [ ] Follow Verbal Instructions
- [ ] Use Initiative
  - [ ] Anticipate Responsibilities on the Job
  - [ ] Be Willing to Perform Your Scope of Work
- [ ] Use Problem-Solving Techniques
  - [ ] Analyze the Problem
  - [ ] Identify and Choose Among Alternatives
  - [ ] Devise a Plan of Action

- [ ] Manage Personal Responsibilities
  - [ ] Manage Responsibilities of Family Living
  - [ ] Manage Personal Finances
- [ ] Work as a Member of a Team
  - [ ] Communicate Freely with Co-Workers and Supervisors
  - [ ] Deal with Job Frustrations
- [ ] Work Under Supervision
  - [ ] Identify and Work Within the Organizational Structure
  - [ ] Cope With Conflict